DOCUMENT RESUME

ED 310 073 SP 031 343

AUTHOR Wood, Robert W.; Eicher, Charles
TITLE Self-Perceived Adequacy of Student Teachers and Its Relationship to Supervising Teacher Ratings: Another Look.
PUB DATE Jul 89
NOTE 15p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Comparative Analysis; *Cooperating Teachers; Elementary Education; Higher Education; Preservice Teacher Education; *Self Evaluation (Individuals); *Student Teacher Attitudes; *Student Teacher Evaluation; *Student Teachers

ABSTRACT

This study examined perceived teaching adequacies of elementary teachers at the University of South Dakota on 31 teaching competencies prior to their student teaching experience and immediately following that experience. Classroom supervising teachers rated their student teachers on those same teaching competencies at the conclusion of student teaching. An analysis of mean ratings revealed that student teachers perceived themselves as being highly adequate to teach following their student teaching experience. Post-student teaching ratings by student teachers and by classroom supervising teachers revealed a moderate, positive relationship. (Author)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED310073



# Self Perceived Adequacy of Student Teachers and Its Relationship to Supervising Teacher Ratings: Another Look

Robert W. Wood and Charles Eicher

School of Education

The University of South Dakota

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R.W. Wood

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

July, 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Running Head: STUDENT TEACHERS



SP031 345

ABSTRACT

This study examined perceived teaching adequacies of elementary teachers at The University of South Dakota on thirty-one teaching competencies prior to their student teaching experience and immediately following that experience. Classroom supervising teachers rated their student teachers on those same teaching competencies at the conclusion of student teaching. An analysis of mean ratings revealed that student teachers perceived themselves as being highly adequate to teach following their student teaching experience. Post student teaching ratings by student teachers and by classroom supervising teachers revealed a moderate, positive relationship.

How education majors feel about themselves concerning their abilities to teach effectively and their adequacies in handling professional procedures are important issues to consider in the preparation of future teachers. Preservice teachers get their first major opportunity to test their teaching skills when they student teach. The development of perceived teaching adequacies during the student teaching experience should be an effective predictor of future teaching success.

Eicher and Wood (1986) found that elementary education student teachers at The University of South Dakota (USD) perceived themselves as highly adequate to teach following their student teaching experience. Based on the findings of this study, it was decided to conduct another investigation replicating the exact procedures to determine if student teachers' perceptions of adequacy would once again be modified through the student teaching experience. This study focused on that relationship and assessed two concerns: 1) do student teachers' self perceptions of their performance change as a result of the student teaching experience, and 2) if student teachers' self perceptions do change, is this change related to supervising teachers' perceptions of their performance?

## Method

The School of Education at The University of South Dakota graduates elementary education majors qualified to teach in elementary schools. During their four year preparation program these majors take a variety of liberal arts and professional education courses. They are also provided with a variety of

early field experiences. The elementary education program at USD has, therefore, a mix of general course requirements, professional education courses, and field experiences, such as paraprofessional placements and internships. The culminating activity for all elementary education majors is a four week block of courses consisting of language arts methods, reading methods, and educational measurements prior to spending twelve weeks student teaching in elementary schools.

Student teachers' perceptions of teaching adequacy were assessed prior to the student teaching experience and again at the end of student teaching. Classroom supervising teachers assessed their student teachers' adequacies at the close of the student teaching experience. A single instrument, The Elementary School Teaching Adequacy Opinionaire, was used in all three data collection situations. This instrument contains thirty-one competencies that most elementary school teachers deal with during a given school year. (See Table 2 for a listing of the individual competencies). A five point rating scale was used to determine perceived adequacy on each of the thirty-one competencies, with 5 as very adequate and 1 as very inadequate. These topics were drafted in 1982 in consultation with practicing elementary teachers and used in the previous study conducted by the investigators.

During the fall and spring semesters of the 1985-86 and 1986-87 academic years each elementary education student teacher completed The Elementary School Teaching Adequacy Opinionaire on the first day of the new semester in the language arts methods

class. After completing the four-week block courses and twelve weeks of student teaching, two opinionaires were mailed to each student teacher, one to be completed by the student teacher and the other for their classroom supervising teacher to complete. The opinionaires were mailed back to the investigators.

Over the two-year period of this study there was a response rate of 90%, representing 139 complete sets of opinionaires obtained. Group means on all thirty-one items were determined on the self ratings done by student teachers both prior to and immediately following student teaching. Group means were also determined on the classroom supervising teachers' ratings of their student teachers on the same scale.

A comparison of the relationship between the means of the pre and post student teacher scales was determined using the Pearson product-moment method. The same method was used to determine the relationship between the means of the post student teacher scale and the post classroom supervising teacher scale.

Results

A comparison of total mean ratings is shown in Table 1. Prior to student teaching, the mean student teacher rating across all thirty-one topics was 3.72. After completing the block courses and student teaching, student teachers rated themselves at 3.95. The difference between the two means indicates a statistically significant positive change ($p < .05$) from pre student teaching to post student teaching.

Table 1

Mean Ratings of Perceived Teaching Adequacy

| Group | N | Mean* | SD |
|---|---|---|---|
| Student Teacher-Pre Student Teaching | 139 | 3.72 | .38 |
| Student Teacher-Post Student Teaching | 139 | 3.95 | .67 |
| Classroom Supervising Teacher-- Post Student Teaching | 139 | 3.79 | .59 |

*Based on a five-point scale, with 5 as very adequate and 1 as very inadequate.

The student teachers' post student teaching mean of 3.95 is significantly different ($p < .05$) from the rating of 3.79 given by their classroom supervising teaching. Student teachers rated themselves higher than their supervising teachers.

Table 2 presents comparisons of mean ratings on each of thirty-one competencies between the pre/post student teacher scales. Twenty-four topics, each marked with an asterisk, indicate a significant difference between mean ratings ($p < .05$). On both pre and post ratings, student teachers perceived themselves as adequately prepared on all thirty-one topics. On only four topics are the ratings lower following the student teaching experience. A Pearson product-moment correlation of .65 between pre/post sets of ratings indicates a moderate, positive relationship.

Table 2

Comparison of Pre/Post Student Teacher Means as Perceived by Student Teachers

| Item No. | Topic | Pre Student Teaching | Post Student Teaching | Significant Difference |
|---|---|---|---|---|
| 1. | Knowledge of subject matter content | 3.90 | 4.15 | * |
| 2. | Planning for instruction | 3.73 | 4.34 | * |
| 3. | Classroom management/ discipline | 3.55 | 3.88 | * |
| 4. | Evaluating pupil progress | 3.58 | 4.05 | * |
| 5. | Identifying/planning for handicapped pupils | 3.36 | 3.34 | |
| 6. | Constructing and evaluating teacher-made tests | 3.32 | 4.02 | * |
| 7. | Judging the adequacy of teaching materials | 3.49 | 4.00 | * |
| 8. | Identifying/planning for academically talented pupils | 3.22 | 3.62 | * |
| 9. | Using instructional materials | 4.13 | 4.39 | * |
| 10. | Using audio-visual equipment | 4.06 | 4.34 | |
| 11. | Reporting pupil progress | 3.83 | 4.28 | * |
| 12. | Interpreting school policies and school law | 3.67 | 4.05 | * |
| 13. | Maintaining good school-community relations | 4.17 | 4.31 | |
| 14. | Collecting and recording vital information for pupil records | 3.85 | 4.08 | * |
| 15. | Maintaining effective working relationships with school personnel | 4.27 | 4.55 | * |

| Item No. | Topic | Pre Student Teaching | Post Student Teaching | Significant Difference |
|---|---|---|---|---|
| 16. | Motivating students | 3.95 | 4.31 | * |
| 17. | Maintaining effective working relationships with parents | 3.94 | 3.89 | |
| 18. | Teaching reading effectively | 3.45 | 3.90 | * |
| 19. | Teaching science effectively | 3.75 | 4.02 | * |
| 20. | Teaching math effectively | 3.96 | 4.41 | * |
| 21. | Teaching social studies effectively | 3.95 | 4.27 | * |
| 22. | Teaching music effectively | 3.37 | 3.32 | |
| 23. | Teaching art effectively | 3.50 | 3.75 | * |
| 24. | Teaching grammar/usage | 3.76 | 4.08 | * |
| 25. | Teaching spelling effectively | 3.91 | 4.37 | * |
| 26. | Teaching handwriting effectively | 3.49 | 4.16 | * |
| 27. | Teaching listening effectively | 3.62 | 4.13 | * |
| 28. | Teaching oral expression effectively | 3.63 | 4.23 | * |
| 29. | Teaching written expression effectively | 3.57 | 4.23 | * |
| 30. | Teaching physical education effectively | 3.81 | 3.54 | |
| 31. | Teaching health effectively | 3.90 | 4.02 | |

*p<.05.

Table 3 presents a comparison of mean ratings on each of thirty-one teaching competencies as perceived by student teachers

and their classroom supervising teachers at the completion of the student teaching experience. Only seven of the thirty-one items reveal differences between ratings that are statistically significant. Twenty-three of the thirty-one topics received a rating greater than 4.0 by the student teachers at the completion of their student teaching experiences. Twenty-five topics were rated greater than 4.0 by the classroom supervising teachers. A Pearson product-moment correlation of .78 between the student teacher/supervising teachers sets of ratings indicates a moderate, positive relationship.

Table 3

Comparison of Post Student Teacher Means as Perceived by Student Teachers and Classroom Supervising Teachers

| Item No. | Topic | Post Student Teacher | Post Supervising Teacher | Significant Difference |
|---|---|---|---|---|
| 1. | Knowledge of subject matter content | 4.15 | 4.46 | * |
| 2. | Planning for instruction | 4.34 | 4.58 | * |
| 3. | Classroom Management/ discipline | 3.88 | 4.14 | * |
| 4. | Evaluating pupil progress | 4.05 | 4.33 | * |
| 5. | Identifying/planning for handicapped pupils | 3.34 | 3.84 | * |
| 6. | Constructing and evaluating teacher-made tests | 4.02 | 4.04 | |
| 7. | Judging the adequacy of teaching materials | 4.00 | 4.10 | |

| Item No. | Topic | Post Student Teacher | Post Supervising Teacher | Significant Difference |
|---|---|---|---|---|
| 8. | Identifying/planning for academically talented pupils | 3.62 | 3.90 | |
| 9. | Using instructional materials | 4.39 | 4.51 | |
| 10. | Using audio-visual equipment | 4.34 | 4.40 | |
| 11. | Reporting pupil progress | 4.28 | 4.45 | |
| 12. | Interpreting school policies and school law | 4.05 | 4.04 | |
| 13. | Maintaining good school-community relations | 4.31 | 4.20 | |
| 14. | Collecting and recording vital information for pupil records | 4.08 | 4.40 | * |
| 15. | Maintaining effective working relationships with school personnel | 4.55 | 4.64 | |
| 16. | Motivating students | 4.31 | 4.43 | |
| 17. | Maintaining effective working relationships with parents | 3.89 | 4.02 | |
| 18. | Teaching reading effectively | 3.90 | 4.40 | * |
| 19. | Teaching science effectively | 4.02 | 4.23 | |
| 20. | Teaching math effectively | 4.41 | 4.49 | |
| 21. | Teaching social studies effectively | 4.27 | 4.24 | |

| Item No. | Topic | Post Student Teacher | Post Supervising Teacher | Significant Difference |
|---|---|---|---|---|
| 22. | Teaching music effectively | 3.32 | 3.31 | |
| 23. | Teaching art effectively | 3.75 | 3.82 | |
| 24. | Teaching grammar/ usage | 4.08 | 4.18 | |
| 25. | Teaching spelling effectively | 4.37 | 4.38 | |
| 26. | Teaching handwriting effectively | 4.16 | 4.26 | |
| 27. | Teaching listening effectively | 4.13 | 4.28 | |
| 28. | Teaching oral expression effectively | 4.23 | 4.19 | |
| 29. | Teaching written expression effectively | 4.23 | 4.22 | |
| 30. | Teaching physical education effectively | 3.54 | 3.32 | |
| 31. | Teaching health effectively | 4.02 | 3.98 | |

*p<.05.

Discussion

It appears that student teachers feel more confident as a result of having student taught. Of the thirty-one teaching competencies, the average student teacher rated himself/herself as more competent in twenty-seven categories after completing the student teaching experience. The average student teacher perceived himself/herself to be less adequate at the end of the student teaching in only four areas, identifying/planning for

handicapped pupils, maintaining effective working relationships with parents, teaching music effectively, and teaching physical education effectively. The decrease in perceived adequacies in the teaching of music and physical education may reflect the lack of actual student teaching experience in each of these areas. In many of the schools where student teachers were placed specialized teachers were responsible for teaching music and physical education. Thus, student teachers were not given the opportunity to teach in these areas. The differences between pre/post ratings in dealing with handicapped pupils and working with parents are so small that in actuality it reflects no real change in perceived adequacy.

Post student teaching ratings by student teachers and classroom supervising teachers were in close agreement. The .78 correlation indicates a moderate, positive agreement between student teachers and classroom supervising teachers. On only seven of the thirty-one topics was the difference great enough to be significant. The remaining twenty-four adequacies revealed ratings that were quite similar between the two groups. On all thirty-one adequacies both student teachers and classroom supervising teachers rated student teachers as being very adequate. The adequacy ranked lowest by both groups was teaching music. However, the rating of 3.32 by the student teachers and 3.31 by the classroom supervising teachers still indicates that the student teachers are perceived to be adequate to teach music in the elementary schools.

Of the seven adequacies reflecting a significant difference

between ratings given by student teachers and classroom supervising teachers, all seven items were rated higher by supervising teachers. However, the relative ratings by both groups were very high which indicates perceived adequacies in these seven areas.

Based on the analysis of the data; there is closer agreement between post student teacher ratings and classroom supervising teacher ratings than there is between pre and post student teacher ratings. This suggests that student teachers perceive themselves as supervising teachers tell them they are. Such a conclusion fits with previous research which has found the classroom supervising teachers to be a major influence in the development of successful student teachers. This points to the importance of the need for careful selection of classroom supervising teachers, not only to serve as models of effective teaching, but also to provide systems to appropriate feedback and support.

## References

Eicher, Charles E. and R. Wood. (1986, Fall). Self perceived adequacy of student teachers and its relationship to supervising teacher ratings. College Student Journal, pp. 199-305.